



SCHOOL DISTRICT OF WASHINGTON
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WASHINGTON, MO 63090
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Dr. Lori VanLeer,
Superintendent
Mr. Dan Contarini
Board President

Dr. Judy Straatmann, *Asst. Superintendent* ~ Dr. Brendan Mahon, *Asst. Superintendent* ~ Dr. Rachael Franssen, *Asst. Superintendent*

3-2-16

Dear Department of Elementary and Secondary Education,

The School District of Washington wishes to make comment regarding the revised standards as presented at this time. We oppose these revisions as we have worked extremely hard to implement the Missouri Learning Standards and as a result we are seeing our kids thrive. This constant distrust and unrest is creating more work, not less work. We don't shy away from work, however we feel there is a lack of understanding as to what needs to occur in order to locally align our curricula to new standards yet again. Most importantly, the rigor of the standards are very important and what we had in the Missouri Learning Standards was very good.

While this is a bit lengthy, we feel that it is important to provide specific feedback. Here are just a few of our concerns regarding the standards:

Overall, the standards lack rigor! The current standards provide details that assist the teachers in understanding exactly what is to be taught, whereas, there are gaps in the proposed standards that are not evident with the current standards. These gaps leave it up to interpretation as to when to teach the needed skills, leading to inconsistencies in teaching and learning.

ELA:

- Standards lack rigor, especially in the area of writing
- Reading expectations are vague, i.e. level on which students should be reading, stamina of reading is not specific
- Proposed standards simply state, "apply skills" rather than outlining specific skills

Math:

K- 5 Proposed Math Standards:

PROs:

- Some standards are identical (word for word) to current Missouri Learning Standards
- Notes/comments about things such as fluency and algorithms: "Fluency refers to accuracy and efficiency and does not equate to memorization" or "A range of algorithms may be used"
- Did clarify fraction standards in 3rd (the wording was difficult for teachers to understand/interpret on current MLS)
- MLS standards that had sub-standards (A,B,C,D) are now each separate standards

CONs:

- Standard codes are NOT the same (ex: K.CC.B5 is now coded as K.NS.B.7). This will complicate teachers finding resources to supplement and enrich their current curriculum materials. They will have to reference the crosswalks constantly because online resources are all coded the same as MLS
- Although some standards are similar in wording, the new proposed standards often drop phrases or expressions that should STAY in the standard. Phrases/expressions taken out for the new standards: "matching & counting strategies"; "explain the reasoning used"; "by using objects, drawings, & equations.."; "related the strategy to a written method and explain the reasoning used"; "by using a visual fraction model"

- Closer to 5th grade - more cuts and changes that simplify the standards too much. K-2 of the proposed standards are much closer to being identical to MLS. 3-5 proposed standards have more changes

6-12 Proposed Math Standards: (have not looked through these as thoroughly as the K-5 yet)

PROs:

- Some standards are identical or very close to the current Missouri Learning standards
- Very similar codes. Close enough that teachers would be able to search for resources to supplement and enrich their current curriculum materials without needing to reference crosswalks consistently. Much better than the K-5 coding system

CONS:

- Oversimplified some of the standards. Example: 6.NS.C.7 of the MLS had an A.B.C. and D sub-standard. For the new proposed standards all 4 of those were cut into 2 sentences as one standard
- Proposed standards cut much of the wording and simplified standards way more than the K-5 standards did

Science:

- Curriculum leaders were hoping/planning to transition to the Next Generation Science Standards which are student performance expectations, but include practices, core ideas, and cross-cutting concepts
- Inquiry is completely embedded and to a non-science teacher, easily overlooked
- The draft of the Missouri science standards give student performance expectations, but lack the core ideas (elementary teacher must have these for any success)
- NGSS give clarity for what to assess and what is not fair to assess at a particular grade level – draft science standards do not
- Draft science standards can be somewhat limiting (lack rigor). i.e. Grade 5 PS 1B– Conduct an investigation to whether the combining of two or more substances results in a new substance (can be answered with a yes or no and implies one investigation is enough)
- Attempts to indicate what students must do, but unclear what students must know in order to do what is asked
- Lacks a natural progression (concepts still jump grade levels)

Social Studies:

- Movement of Missouri History to third grade is very concerning due to the cost of purchasing third grade materials to address these standards

To make significant changes now that are not aligned to any assessment system of accountability is the wrong path to go down. Additionally, a Missouri Task Force is currently working to develop a proposal for presentation to you at the next State Board of Education meeting. They have done research in the area of accreditation and assessment and have some ideas to share based on the significant process of collaboration they have employed across the state. We believe it is irresponsible to make decisions about standards until we come to consensus as to what our system of accountability and assessment should look like state-wide.

The people in our District who have been involved in the curriculum development process as well as leadership, have followed and reviewed the process of standard revision and we urge you to consider the outcry you may experience if we go through yet another major change such as this.

Respectfully,



Dr. Judy Straatmann
Assistant Superintendent
School District of Washington

From: [Trudy Britton](#)
To: [1490Comments](#)
Subject: Proposed ELA standards for 7-12
Date: Wednesday, March 02, 2016 10:07:16 AM

Good morning!

As I looked over the proposed ELA standards, I noticed 2 items that might be cause for revision.

1. Currently written as- Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

Shouldn't a citation system (MLA or APA, etc) be specified so we are all on the same page?

2. Currently written as- Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning

I didn't see where educators are supposed to teach figurative language (just analyze) or more importantly which grades are responsible for introducing the different forms of figurative language.

Sincerely,

Trudy Britton
Thayer High School
7-9 ELA

From: [Emily Harrelson](#)
To: [1490Comments](#)
Subject: standards
Date: Wednesday, March 02, 2016 10:25:22 AM

The new standards are not appropriate for students with special needs.

From: [Vincent Spallo](#)
To: [1490Comments](#)
Subject: New Standards
Date: Wednesday, March 02, 2016 10:33:29 AM

Please consider phasing in the new standards over the course of a couple years. For example - one content per year OR ELA and Social Studies together followed by Math and Science a few years later. This would allow districts to revise curriculum over time as opposed to a mass overhaul.

Vincent Spallo
Director of Curriculum and Instruction
Excelsior Springs School District
Twitter: @vspallo
Web: <http://www.essd40.com>



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From: [Thomsen, Lisa](#)
To: [1490Comments](#)
Subject: Comments on the updated proposed learning standards
Date: Wednesday, March 02, 2016 10:35:28 AM

Could DESE phase in the new standards over the course of a couple years? For example - one content per year OR ELA and Social Studies together followed by Math and Science a few years later. This would allow our districts to revise curriculum over time as opposed to a mass overhaul.

--

Lisa Thomsen
Gifted Facilitator
Platte County R-3 School District

From: [Shaw, Courtney](#)
To: [1490Comments](#)
Date: Wednesday, March 02, 2016 10:37:17 AM

Please phase in the new standards over the course of a couple years. For example - one content per year OR ELA and Social Studies together followed by Math and Science a few years later. This would allow our districts to revise curriculum over time as opposed to a mass overhaul.

[Courtney Shaw, 4th Grade](#)
[Paxton Elementary School](#)
[1601 Branch Street](#)
[Platte City, MO 64079](#)
[816-858-5808 ext. 1535](#)

From: [Chadbourne, Elizabeth](#)
To: [1490Comments](#)
Cc: [Hand, Deborah](#)
Subject: Comments on Proposed Standards
Date: Wednesday, March 02, 2016 10:54:20 AM
Attachments: [ProposedStandardsFeb2016.docx](#)

Dear Department of Elementary and Secondary Education:

In the attached document, you will find recommended revisions to the proposed learning standards that were presented to the MO State Board on February 16, 2016. As stated in the individual comments, please ensure that the standards are vertically aligned, not only in skill/content, but also in terminology. Academic vocabulary should be consistent throughout the standards.

Thank you for the multiple opportunities to provide feedback throughout the standards writing process.

Respectfully submitted,

Elizabeth Chadbourne

Elizabeth Chadbourne
Clearwater R-1 School District
Rt. 4 Box 1004
Piedmont, MO 63957

From: [Jeanette Westfall](#)
To: [1490Comments](#)
Subject: Curriculum Implementation Timeline
Date: Wednesday, March 02, 2016 11:00:58 AM

Thank you for taking feedback on the standards. I am not sure if this is appropriate for this email, but Liberty Public Schools would like to ask if there is any possibility of extending the timeline for implementation of the new standards?

Liberty is working diligently to stay informed on the pending curriculum changes, and our PK-12 Curriculum Council – a team of over 70 teacher leaders and administrators — realizes the time it takes to ensure a systems review, revision, and implementation process will be somewhat superficial if done in one year in order to meet a completion date for compliance. Liberty would like to request a two to three year process where each content area, department, and grade level can work to align standards to the state as well as vertically within our district in order for us to ensure a scaffolded learning experience for our students in our district.

We appreciate your consideration of this matter.

Jeanette

Dr. Jeanette Westfall
Director of Curriculum, Instruction & Staff Development
Liberty 53 School District
8 Victory Lane
Liberty, MO 64068
(816) 736-5320

Inspire. Invest. Innovate.

From: [Jones, Val](#)
To: [1490Comments](#)
Subject: Implementation Timeline
Date: Wednesday, March 02, 2016 11:10:48 AM

To Whom It May Concern:

Please consider a very slow roll-out for the proposed new standards. The amount of work that will have to be done with our teachers, with our curriculum, and with our students is daunting, and more time will help us ensure that the work we do is the right work and done well.

Keep in mind that we like many schools have teachers who are responsible for more than one content area and more than one grade level. With the ongoing nature of curriculum work, it is really not feasible to transition completely and effectively to new standards in the right way in one year's time in one content area. To add multiple content areas will guarantee a less effective transition, which in turn means less effective learning.

Thank you for considering our input.

Sincerely,

--

Val Jones

Curriculum

East Buchanan

Family, Community, School--

Working together, learning for all.

"We do not receive wisdom, we must discover it for ourselves, after a journey through the wilderness which no one else can make for us, which no one can spare us..." -Marcel Proust

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From: [Poos, Amy](#)
To: [1490Comments](#)
Subject: new proposed learning standards
Date: Wednesday, March 02, 2016 11:17:33 AM

To whom It May Concern-

I am writing to give feedback in regards to the new learning standards that are being voted on tomorrow. As an educator of 21 years and a very active member of our Curriculum, Instruction, and Assessment team I have a few comments I would like to share:

- Our government seriously amazing me and continues to lose my support by making decisions without asking for input from the people that are in the "trenches" of the classroom. We are the professional that have first hand feedback and deserve to be treated as such.
- Now that we are going to be given another change in our expectations, **I request that we are given time to revise over time.** There are so many changes that will need to be made to what we just completed from the Common Core. This has taken hours of volunteer time to get our curriculum aligned, assessment revised, and staff informed. It is only fair for this expectation to be implemented slowly over time. I am sure there will be another group of standards that will come up after we align these.

Thank you for your time and consideration!

Amy Poos

--

From: [Rebecca Pendleton](#)
To: [1490Comments](#)
Subject: Missouri Learning Standards
Date: Wednesday, March 02, 2016 11:17:47 AM

Dear Sir or Ma'am,

I was very upset and disheartened when I saw the proposed changes to the Missouri Learning Standards. There were many significant changes made, and many were NOT for the better. I am a fourth grade teacher who has been teaching for over ten years and the district where I work has sent the better part of several years working on curriculum based on the CURRENT standards. We have spent HUNDREDS of unpaid hours, spent our own money, and worked very hard to create the curriculum we have now. According to these "new" standards, we would have to change a giant chunk of our curriculum. I don't understand why such an abundant number of changes were made. It seems like our standards are constantly being changed or updated or reworded. I feel we have had more than our share piled on us and now with the proposed changes, we have to start all over. For example, why was mythology moved to 5th grade? Why was mysteries and tall tales moved to 4th grade? Why was the entire Missouri history/government moved to 3rd grade? That has always been a large part of fourth grade. Why was history divided up by time periods the way it was? Even the little changes are worrisome, such as the lack of wording on teaching two and three digit multiplication in fourth grade specifically, the part about area model that was removed.

I believe that over years we have asked too much of Missouri educators and now you want more with all these changes you are proposing. This is why we have so many talented teacher burn out so quick. Please understand our frustration every time we hear of another change to the wording or another update of the current standards. We aren't given any time in-between all these changes to have a chance to try things out and see how they really work. One school year is not enough time to determine the effectiveness of the Missouri Learning Standards. They need to be given multiple years (without changes) to be tried out. Then we would have a clearer picture of what works and what doesn't. Then, and only then, should changes be made. Give these concepts time to develop and give teachers time to really implement them in their classrooms.

I hope that you really take what Missouri educators are saying to heart. We need some consistency. Change isn't always a good thing. Especially when you don't give it time to work.

Thank you for your time and consideration in this matter.

Sincerely,

Rebecca Pendleton

From: [Wilson, Alicia](#)
To: [1490Comments](#)
Subject: Feedback on Proposed Standards
Date: Wednesday, March 02, 2016 11:24:05 AM

Good Morning!

I would like to strongly encourage a staggered implementation of the standards. A staggered implementation of the core standards is essential for effective curriculum writing, training, and integration at the district level.

Example 1:

ELA - Implementation 16-17, Test 17-18

Social Studies- Implementation 17-18,

Math - Implementation 18-19, Tests 19-20

Science - Implementation 19-20, Test 20-21

Example 2:

ELA and Social Studies - Implementation 16-17, Test 17-18

Math and Science - Implementation 17-18, Test 18-19

Thank you for your consideration.

Alicia K. Wilson

Elementary Curriculum, Instruction, & Assessment Coordinator

District Test Coordinator

Platte County R3 Schools

998 Platte Falls Road

Platte City, MO 64079

816.858.5420 ext. 2117

wilsona@platteco.k12.mo.us

From: [Havens, Kristin](#)
To: [1490Comments](#)
Subject: Proposed Standards Feedback
Date: Wednesday, March 02, 2016 11:32:36 AM

I'm writing to share thoughts on the proposed standards timeline. Please consider phasing in the roll-out for the implementation of content areas. To appropriately overhaul our curriculum in all areas over the course of a year is unrealistic. From our review, we believe these proposed standards to be far less rigorous than the current MO Learning standards, which is a huge disappointment for us. Allowing us the time to consider the proposed standards for each content area will take time, and I hope a staggered timeline is considered.

Thank you,
Kristin

Kristin Havens
Director of Elementary Education
Park Hill School District

From: [Scott D. Hayes Ed.D](#)
To: [1490Comments](#)
Subject: My Recommendations
Date: Wednesday, March 02, 2016 11:34:12 AM

Team 1490

I would like to respond to both the proposed ELA and Math standards from a district perspective. I would like for the State of Missouri to stay with the original Missouri Learning Standards. Both the original ELA and math standards had a progression of understanding. The original ELA and Math Missouri Learning Standards had a progressive continuum approach from K-12. The currently proposed standards do not. Our teachers need to have a clear understanding of what we want our kids to know and be able to do. The original standards do that without questions. The proposed standards do not.

As a district leader, we need to be able to support our teachers with strong sound standards that progress across the course of their educational career. Please consider keeping our Missouri Learning Standards as is.

Scott D. Hayes, Ed.D.

Assistant Superintendent

Gasconade County R-II

402 E.Lincoln

P.O. Box 536

Owensville, MO 65066

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Blogger - www.scottdhayes.blogspot.com

“If children are apparently unable to learn, we should assume that we have not as yet found the right way to teach them.” - Marie Clay

From: [Riechers, Stephanie](#)
To: [1490Comments](#)
Subject: Missouri Learning Standards
Date: Wednesday, March 02, 2016 11:40:26 AM

My name is Stephanie Riechers, and I am a 5th grade teacher in the Platte County R-3 School District. I have been teaching for 20 years and during that time have witnessed many changes in education. The current change that is being considered has me concerned.

I understand the reservations and the knee jerk reactions to the Common Core Standards. We had those reactions as well. However, any change needs a full 3 years to analyze its effectiveness. I am actually in support of the Common Core Standards, or the Missouri Learning Standards as they are currently written. My students are producing work and showing an understanding of their learning that I have never seen. I have been not only impressed with the rigor, but also the ability my students have shown in reaching those higher goals.

Although I am against this change, I recognize that this decision is out of my hands. I do implore one thing. Please do not place all of these new standards on us at once. Please take a few years to implement them. One subject at a time would be the easiest, but two subjects could be managed. My fear is that all of the standards will be placed on us in one major shift and we will be struggling once again to rebuild our scope and sequence.

Thank you for your consideration.

--

Stephanie Riechers
Communication Arts 5th Grade
Paxton Elementary School
858-5808 ext. 1504

From: [Singer, Tolan](#)
To: [1490Comments](#)
Subject: Missouri Learning Standards
Date: Wednesday, March 02, 2016 12:29:04 PM

Please phase in the new standards over the course of a couple years. For example - one content per year OR ELA and Social Studies together followed by Math and Science a few years later. This would allow our district to revise curriculum over time as opposed to a mass overhaul.

--

Tolan Singer
Director of Student Services
Platte County RIII School District
816-858-5420 ext. 2206

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From: [Jenny Haddock](#)
To: [1490Comments](#)
Subject: timeline of implementation
Date: Wednesday, March 02, 2016 12:29:23 PM

I've heard there is a possibility of gradually implementing the proposed standards. I believe this is a good idea. Teachers not directly effected can help with this process.

--

Jenny Haddock
Primary [REDACTED] Teacher

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From: [Mooney, Becki](#)
To: [1490Comments](#)
Subject: comments
Date: Wednesday, March 02, 2016 12:47:52 PM

Fraction standards:

Fractions should be introduced before 3rd grade. Even the basic. Equivalent fractions and number lines in fractions should be moved to a higher grade level, not 3rd.

--

Becki Mooney
3rd Grade Teacher
Parkside Elementary

From: [Fine, Marci](#)
To: [1490Comments](#)
Subject: Comment regarding MO Learning Standards Update
Date: Wednesday, March 02, 2016 12:57:06 PM

If and when the revised standards are approved, I would like to suggest they are not all implemented at once, instead over the course of a couple years. This will allow districts to revise curriculum over time as opposed to a mass overhaul, which is not in anyone's best interest, especially the students.

Below are my comments regarding the proposed Missouri Learning Standards updates. I have only looked at the **3rd grade** standards.

- 1) I do not see any text to text connections - this is important so students practice and understand how their schema relates to their reading and comprehension.
- 2) Read, infer, draw conclusions seems to be a large category. I'm not sure why knowing the differences between a biography and autobiography would be under this category. My thought was, compare and contrast.
- 3) I do not see Point of View listed as a standard. Again, this is important for understanding and comparing text, authors, etc.
- 4) I do not see Text Features listed. This is a valuable topic as it teaches kids to find important information quickly, allows increased comprehension, and prepares students for older grades.

Thank you for your time. Sincerely,
Marci Fine

--

Marci Fine
3rd Grade Teacher
Barry School
(816) 436-9623

From: [Renee Bowen](#)
To: [1490Comments](#)
Subject: history
Date: Wednesday, March 02, 2016 1:13:41 PM

Why would Missouri History be changed from 4th to 3rd? What does this benefit and what will 4th grade replace it with? We base a lot of extra activities we do each year around our Mo. History. I would like to find out the reasoning for it.

Renee Bowen

From: [Musser, Christin](#)
To: [1490Comments](#)
Subject: Implementation of updated proposed learning standards--the timeline!
Date: Wednesday, March 02, 2016 1:15:18 PM

Hello and Happy Wednesday!

My name is Christin Musser. I am a fifth grade teacher at East Buchanan Elementary School in Gower, MO. I am writing today to ask a small favor of sorts! In regards to the proposed standards up for approval in our state, I feel it is VERY important to phase these in over the course of 2-3 school years, rather than all at once. I want to do what is best by my students and that means teaching with fidelity to my state approved standards--however I want the chance to feel that I have a true in-depth knowledge of said standards. This grasp on the standards enables me to teach my students in a way that both relates to their prior knowledge and also generates a desire in them to "dig deeper" to discover more.

By giving us, your teachers one content area per year--we would be allowed, GIFTED, the time we need to update and revise our curriculum in an organized, non-hurried manner. I am that teacher who cannot stand the feeling that I taught a lesson the was just "so-so" because I was rushed for time. I truly want my students to graduate from the fifth grade as a better, more enlightened little mind!

PLEASE give me the time to make that happen!

Thanks for all you do for us each day,

Sincerely,

Christin Musser

--

Christin Musser
Fifth Grade Teacher
East Buchanan Elementary School
musser@ebs.k12.mo.us
816.424.3111 Ext: 116

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From: [JoAnn Hiatt](#)
To: [1490Comments](#)
Subject: Algebra 1 and Geometry comments
Date: Wednesday, March 02, 2016 11:23:38 PM

Algebra 1 specific:

I think the algebra document has an error by omitting the $f(x)$ in the statement below:

IFA1: Understand that the graph of a function labeled f is the set of all ordered pairs (x, y) that satisfy the equation $y = f(x)$.

Clarify what is meant by finding the maximum and minimum of a quadratic by completing the square. Be specific if you want the algebra teachers to teach **vertex form** and completing the square to put in into vertex form. Nebulous language. Transformations need to be specific at this level. If the vertex form is introduced here, then transformations would have a strong foothold for equations of circles in geometry and conics in algebra 2, and all function transformations in algebra 2.

General Notes:

Each standard needs **examples for clarity**. The level of learning needs to be specified so that the teacher covers the topic to correct depth of understanding.

The **practice standards** were not in this document. We need to make sure these are included.

Many of the standards do not mention **application** of the topic. There is "in context", but many seem like procedural questions rather than application of the topic.

As I glanced at the K-8 standards, it should be noted that this vertical table is great, **but each grade needs a separate document** of its own. Likewise for the specific content areas of algebra, geometry, algebra 2.

Has there been a **correlation with the science standards** to see that the math covered in each grade compliments the science in that grade or that the math is covered prior to the "need to know" in the science classes?

Geometry specific:

I think the word derive is misleading. Deriving the equation given a focus and a directrix is more "writing" the equation of a parabola given the focus and the directrix. I personally believe this skill belongs in algebra 2 when working with the conic sections.

The formulas that will be provided is important to know. The word "use" to me infers that the students will be given the formulas and then set up the problems based on the given information. Will the student be responsible for finding missing values in each of the formulas?

I think the students should be responsible for finding the geometric probability using the shapes studied in geometry.

General Notes:

The standards need to have more specificity to help understand the level of learning/depth of knowledge of each topic. there should be no guessing on what the standard means. Provide examples.

Probability and statistics is one of the topics that should be **vertically aligned**, so we can see and understand the specific K-12 standards. Things have been moved around to different grade levels, so an overview would be nice, so that the teachers can build their own skills, specifically teaching standard deviation and the normal bell curve and using tables to find probability.

Thank you for the opportunity for us to provide feedback.

JoAnn Hiatt
Mathematics
Belton High School
Belton Freshman Center

From: [Tricia Trutzel-Betts](#)
To: [1490Comments](#)
Subject: Proposed Standards Comments
Date: Wednesday, March 02, 2016 1:31:27 PM

TO: DESE

RE: Recommendations to DESE regarding proposed state standards - March 2, 2016

From: 5th Grade Mill Creek Data Team

Belton, MO 64012

Our data team took some time to reflect upon the most recent standard proposals for the State of Missouri. We have our comments, thoughts and reflections below:

First, we like the format and organization of the key standards - they look very similar to the GLE's

Reading: (5th grade)

We need specific examples/word list of the proposed Latin/Greek words 1.B.5.a. (pg. 4)

1.B.5.f. – Concern that the dictionary and thesaurus might be outdated. Will students be required to use dictionary skills or will they be allowed to use electronic sources?

1.B.5.g – too vague – more specific examples please

2.a.5.f. – Foreshadowing Is a difficult skill for 5th graders

3.a.5.m. – What is the standard for referencing bibliography - Which format will students be required to utilize (APA, MLA, etc)?

MATH (5th Grade)

RA.C.1.5 – Break the four operations into separate standards – ie standard for variables, operations, and more... this is too much to assess at one time.

SCIENCE (5th Grade)

PS.1.a.5.

This is very difficult for 5th graders - How can the kids develop a model that is too abstract to be seen?

Concern: Other nearby states are adopting NGGS - this will create gaps as students move from state to state. Potentially students may miss science content since grade levels for the standards differ (NGSS/MO Proposed Science Standards)

Engineering Standards should be included as part of the proposal since STEM has a strong push for engineering

SOCIAL STUDIES (5th Grade)

2.a.5.h.

No cross-curricular connection between mythology and social studies curriculum

Please let us know if you have any questions:

Respectfully,

5th Grade Data Team

Mill Creek Upper Elementary

Submission for the Team by

Tricia Trutzel Betts, Ed.D.

From: [Anderson, Patricia](#)
To: [1490Comments](#)
Subject: Proposed Learning Standards
Date: Wednesday, March 02, 2016 1:32:39 PM

I would like to make a plea for all educators in Missouri. We teachers will have to assemble a curriculum for not one or two subjects, but for 4 separate subjects. Taking time from our school day would be detrimental to our student's learning. To do a good job, it would take at least a 40 hour week for each subject to come up with a curriculum that could be implemented for the following school year. Our school district does not have the funds to buy 4 separate curriculums, much less the money to reimburse teachers for the time they have to spend on finding sources and writing their own curriculum.

Please rethink this proposition. Educators are being buried in work that is not one-on-one with our students. Just because we are salaried and not paid hourly, does not mean we are free labor. I look forward to a couple of weeks in the summer where I do not have to worry about lesson plans, grading, much less rewriting curriculum especially when there is NOTHING wrong with our current curriculum.

--

Patricia Anderson
4th Grade Teacher
East Buchanan Elem
Gower, MO 64454

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From: [Amanda Cantrell](#)
To: [1490Comments](#)
Subject: Comments on new standards
Date: Wednesday, March 02, 2016 1:33:45 PM

Good Afternoon!

I am a second grade teacher (17 years) and I have a couple of standards that I believe need to be eliminated from the reading section. #2 Develop and apply skills..... f. identify and explain first and third person narration and g. compare/contrast the differences in points of view. Thank you!

Sincerely,

Amanda Cantrell

From: [Chuck Garner](#)
To: [1490Comments](#)
Subject: Standards
Date: Wednesday, March 02, 2016 1:43:48 PM

Thank you for taking time to encourage feedback from the educational stakeholders. From the superintendent's position I have several concerns with the new proposed standards. I will try and be brief.

1. The proposed standards appear to have been developed in "silos." Where our current standards have strong K-12 alignment, the proposed standards appear to have gaps, especially at your transition period of K-5 to 6-12.
2. Our current standards have been vetted and considerable resources have been utilized with their implementation.
3. Finding good resources for the proposed standards will be very difficult. To find quality formative assessments, educational resources, etc. will be hard to find and much will have to be either state or district developed.
4. Continually changing standards (and assessments) does not encourage a student growth model.

Thank you for this opportunity.

Chuck

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Chuck Garner, Ed.D.
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"We cannot always build a future for our youth, but we can always build our youth for the future." FDR

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From: [Elaine Mitchell](#)
To: [1490Comments](#)
Subject: Missouri Learning Standards Proposal
Date: Wednesday, March 02, 2016 1:51:29 PM

I am the Instructional Coach at Cuba Middle School. After looking over the proposed standards and speaking with fellow educators, two things stand out to me:

- 1) The wording of the standards is sometimes vague and too complicated. Please be **specific and concise**.
- 2) I am thankful that these standards are more specific than what we had previously in the MLS. Educators want a list of the SKILLS that need to be taught. This is especially obvious in the ELA standards. What is meant by "Edit for Conventions"? Which conventions are you asking that a 5th grader is editing for? What is considered "appropriate", and how is that measured?

Elaine Mitchell
Instructional Coach
Cuba Middle School
Ext. 1191

From: [Claire Hasemeier](#)
To: [1490Comments](#)
Subject: Proposed Social Studies Standards
Date: Wednesday, March 02, 2016 1:58:01 PM

The new proposed Social Studies standards are lacking in many respects.

Historical thinking skills (sourcing, critical reading, corroboration, contextualizing, claim-evidence connection) along with reading and writing skills as they pertain to social studies are not adequately addressed or vertically aligned K-12. The K-5 document comes close to addressing the skills, while the 6-12 document's attempt to place the skills within the content areas does nothing more than list possible activities.

The proposed standards are too vague. A teacher using these standards would not have any idea where to place his/her teaching emphasis. For instance, SS1.A Grade 5 - "...determine important principles." What principles - limited government, rule of law, majority rule, separation of powers? The way the standards are written, it is not clear how an assessment could be built around them.

Moving Missouri history from 4th grade to 3rd, does not make sense pedagogically or economically. Why is American history arbitrarily divided at 1800 between 4th and 5th grade?

There is no alignment between how the K-5 and 6-12 standards are laid out, which can be confusing.

I applaud the work that has been done, but there is still room for improvement.

Claire Hasemeier
Elsberry R-2

From: [Mooney, Becki](#)
To: [1490Comments](#)
Subject: 3rd grade math
Date: Wednesday, March 02, 2016 2:18:43 PM

I think the fractions standards expected in 3rd grade are way too hard, and NOT developmentally appropriate. Why would you expect a 3rd grader to know about fractions and master some parts of those standards when they have not been introduced to them at all before third grade.

--

Becki Mooney
3rd Grade Teacher
Parkside Elementary

From: [Stephanie TRUE](#)
To: [1490Comments](#)
Subject: ELA Standards
Date: Wednesday, March 02, 2016 2:18:57 PM

This comment stems from a conversation with an elementary teacher regarding the ELA standards, specifically 5th grade. The current Missouri Learning Standards were presented as few and broad so that teachers can go deeper. This was presented as a huge advantage for our students. The proposed standards have added more, taking away the opportunity to go deep. It will become a checklist to be covered again (as with the GLEs), and in the case of 5th grade ELA, I counted 136 specific skills that need to be addressed. This makes for an incredibly long list of learning requirements for students in one subject area. Until the state assessment is developed, districts will try to prioritize these standards, hoping their priorities mirror the states when the assessment blueprints come out. How can we expect our teachers to go deeply into any one area when they see a list like this again?

Also, the level of specificity in the new standards will greatly restrict our teachers and will result in a scramble for the proper resources. For example, in 5th grade ELA the standards state: *introduce origin myths, and acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology*. I can already anticipate a struggle to find these specific reading materials at the proper lexile levels for fifth grade students.

While the opinion of the standards writing committee may have been to elaborate on the current standards to flesh them out for Missouri teachers, the result is an overwhelming list of standards that teachers will feel required to cover over the course of a school year. I fear we will return to a mile-wide/inch deep mentality.

What I do appreciate about the new standards and have heard from many others is the consistency in formatting. They are easy to read in this arrangement.

Thanks for the opportunity to provide feedback.

--

[Stephanie True](#)

[Affton School District](#)

[Curriculum, Assessment & PD Coordinator](#)

[\(314\) 633-5918 \(office\)/\(314\)914-9943 \(cell\)](#)

From: [Chasity Barnett](#)
To: [1490Comments](#)
Subject: Standards
Date: Wednesday, March 02, 2016 2:30:14 PM

I looked through the standards for kindergarten. It would be really helpful if the changes would be highlighted so you could quickly glance through and see where the changes fall. It seems as if most of the content that is covered is there. I didn't see anything that seemed too out of reach for students. My biggest concern as an educator is that many schools have spent most of their funding buying new reading and math series that are aligned to common core. Now we are changing what our state is going with and our small district do not have the funds to buy new series but about once every 10 years. It is really hard for small schools to keep up with all the changes.

Thanks
Chasity Barnett

From: [Monica Sagehorn](#)
To: [1490Comments](#)
Subject: Better but still vague in some of the standards
Date: Wednesday, March 02, 2016 2:34:26 PM

I teach 5th grade communication arts. I have read through the proposed standards and feel they are better but there is still a lot of vague wording that will make it difficult for me to measure whether I have met this standard with my students.

For example: Reading standard 1.D.5 –read independently for sustained periods of time. (What is the measure for “sustained”?)

Reading Foundations standard 4.A.5 – Orally read grade-appropriate texts. (What will be the measure for “grade appropriate”?)

Writing standard 1. B. 5 – Appropriate to genre type, develop a draft from prewriting by a. choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre. (this is very confusing, I think I know what is being asked but I am not sure as the language is very vague. Could we tighten this up a bit?)

Writing standard 3.A.5 – Apply research process to: a. generate a list of subject appropriate topics. B. formulate and refine, if necessary, an open-ended researchable question guided by answers to a secondary set of questions. (I am unclear what they are supposed to do here, how can I measure if they have mastered this task if I am unclear what it is they are supposed to accomplish.)
e. select relevant resources using organizational features of reference texts, knowledge of how information is linked on websites, and knowledge of differences between primary and secondary sources. (What does it mean they are to use “knowledge of how information is linked on websites”?)

Language standard 1.A.5 – write legibly (I understand why people want this included but this is so open to interpretation and we are no longer teaching handwriting in fifth grade, so I find it difficult to put a measurable standard to this. Wouldn't it just be a standard for every subject all the time? Why is it just included in language standards? Seems out of place)

Before these standards are approved I would like to see some of this vague language clarified so that I am able to make SMART goals with my students to prepare them for future school work and life beyond.

Thanks!

From: [Chiddix, Jessica](#)
To: [1490Comments](#)
Subject: Comments For MO Learning Standards
Date: Wednesday, March 02, 2016 2:37:30 PM

Please phase in the new standards over the course of a couple years. For example - one content per year OR ELA and Social Studies together followed by Math and Science a few years later. This would allow our districts to revise curriculum over time as opposed to a mass overhaul. We are consistently updating curriculum and/or curriculum resources each year. Having such a big change all at one time could have a negative impact on learning for MO students.
Thank you!

--

Jessica Chiddix
Paxton Elementary 5B
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<https://sites.google.com/a/platteco.k12.mo.us/mrs-chiddix-s-class-13-14/>

From: [Tasha Reeves](#)
To: [1490Comments](#)
Subject: Comments on MO Learning Standards
Date: Wednesday, March 02, 2016 2:40:09 PM

From a reading standpoint in the lower elementary grades:

*The standards are open ended and hard to assess-With many schools going to standards based grading, these standards are so open ended they will be very difficult to assess. Parts of a story-be specific, the parts of a story varies if you are in first grade vs. third grade. What is being expected???

*For K-1, "with assistance" appears consistently. While much assistance is needed at this age, this still creates a very open ended standard. Every child can do things with assistance (5 minutes assistance or days of assistance!) What are children expected to do independently in K-1? If this is just an introduction and not meaning to be content mastered, that is okay. It just calls in to question the whole standards based grading system! I have lots of alarm bells going off in my head!

*The format seems inconsistent with elementary vs. high school. This would be a much easier document to read if it were consistent with the current format. Though it is not perfect, it is FAMILIAR!

*Math seems to be very similar to what we have now, which is good. Glad to see money appear back in 1st grade since there was a huge gap to what they are required in 2nd grade!

From: [SUSAN EMANUEL](#)
To: [1490Comments](#)
Subject: Missouri Learning Standards
Date: Wednesday, March 02, 2016 3:08:05 PM

This is very upsetting. I have been an educator for 24 years. I was asked to align my curriculum to the Common Core which we started and have just finished.

I spent an entire week in June writing curriculum. My school district was wonderful and paid for that week, but that is all we had funding for. So then I continued to write 3 days a week on my time, not paid, for the entire summer. Once school started, I continued to write on my own time, without pay, every Sunday from 12 - 4.

I have purchased materials with my own money to use, plus our school district has spent money on resources. Now, you are telling me that you are changing the standards again. I have mentally and physically put everything into my school, classroom, and students. I have put school first and my family last. That is wrong! To ask me to do this again is ridiculous.

I have worked harder in my 24th year of teaching than I did my first year. I have a Masters degree and 9 credit hours and I am only making \$43,000. I am giving everything I have and you still want more. That is why you lose educators, that is why no one wants to go into the field of education.

You wouldn't ask a doctor or lawyer to work without pay, work hundreds of hours on their free time, find and make their own supplies, materials, but you ask educators to do this all the time. To say that this can be done during the normal school day is not possible. I get one planning time a day and that is spent grading papers, contacting parents, and preparing for the next day.

Please stop making huge changes to our standards, especially moving entire units to another grade level. One example of this would be Mythology, which I spent my own money purchasing resources and an entire month writing the lesson plans. Another example is the Missouri history/government. It has always been in 4th grade. We spend 3rd quarter learning about famous Missourians, Missouri cities, etc. Then in April, we visit Jefferson City and tour the Capitol. Now, the standards are in third grade.

One school year is not enough time to determine the effectiveness of the Missouri Learning Standards. They need to be given multiple years (without changes) to be tried out. You have not given us the opportunity to do that.

Thank you for letting a fourth grade classroom teacher voice their opinion.

From: [Lisa Reeves](#)
To: [1490Comments](#)
Subject: comments re: draft of 6-12 ELA grade-level expectations
Date: Wednesday, March 02, 2016 3:11:42 PM

I am concerned that there isn't a language section for grades 6-12 (or at least for grades 6-8). There isn't a progression of skills that new teachers could follow and break down into lessons/assessments.

Lisa Reeves
BPMS ELA teacher

From: [Kimberly McMullin](#)
To: [1490Comments](#)
Subject: Comments
Date: Wednesday, March 02, 2016 3:29:00 PM

We feel like there are many holes in the new standards. We would like to stick with the GLE's or Common Core standards.
First Grade Teachers

KC McMullin
1st Grade Teacher
Adams Primary
Carrollton R-VII School District

From: [Zaida Novinger](#)
To: [1490Comments](#)
Subject: Proposed Standards
Date: Wednesday, March 02, 2016 4:50:20 PM

I feel the proposed standards should be rejected. The sheer number of standards for the elementary should be enough to reject them. There are way too many to cover them well. I also feel that Missouri history should be left in 4th grade. We have spent hundreds of dollars on materials appropriate for 4th graders to learn about Missouri. They are eager to learn about their state and are old enough to begin understanding about government and how it works. They enjoy visiting the capitol as a field trip. Please reject these standards and keep Missouri history in 4th grade.

Thank you,
Zaida Novinger
4th grade teacher

From: [Lancaster, Lisa](#)
To: [1490Comments](#)
Date: Wednesday, March 02, 2016 6:26:09 PM

Students should not be required to complete the square to find the minimum and maximum of quadratic functions. This is not a necessary concept when analyzing quadratic functions and it is too difficult for algebra I students. I feel this would be better suited for algebra II.

I don't understand why students should be able to derive the quadratic formula in algebra I either. It is difficult enough without adding additional, unnecessary steps.

Thank you for the opportunity to voice my concerns.

Lisa Lancaster
Kennett High School.

From: [Justin Corcoran](#)
To: [1490Comments](#)
Subject: Updated Proposed Learning Standards
Date: Wednesday, March 02, 2016 8:19:36 PM

To Whom it May Concern,

My name is Justin Corcoran and I am an Algebra II teacher at Smithville High School in Smithville, Missouri. I would love to see a quick implementation of the mathematics standards into the district-wide curriculum. I think taking quick steps and putting the new standards into our curriculum would ultimately be the best method of attack. That being said, implementing all of the standards across every subject at a single time may be too much of a task to set up teachers at once. Thus, I suggest setting up a yearly timeline in which some standards, such as the standards in mathematics only, are implemented in the first year of the new standards and then other subjects follow suit in the following years.

Thank you for considering my thoughts!

--

Justin Corcoran
Algebra II Teacher
Smithville School District
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From: [Jonel Hammons](#)
To: [1490Comments](#)
Subject: Proposed Learning Standards
Date: Wednesday, March 02, 2016 8:44:20 PM

I have looked over the proposed standards for the 4th grade. They look very do-able. My request is that you would adopt the standards one subject at a time to allow time for use to make the needed changes to our curriculum. As an elementary teacher, if all these were implemented in one year there would not be enough time to find new materials and write lesson plans to be very effective in teaching. Our district is fairly on track in math, reading, and to some extent writing. I see a few changes to what I currently teach in science. The social studies curriculum would be largely starting from scratch as currently we focus on Missouri history. Thank you for your consideration of this matter.

--

Mrs. Jonel Hammons
4th Grade
Smithville Upper Elementary School

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From: [Bonsignore, Cheri](#)
To: [1490Comments](#)
Subject: Proposed Learning Standards
Date: Wednesday, March 02, 2016 10:19:59 PM

To Whom it May Concern:

After reviewing the proposed changes and understanding the updated standards will probably be accepted on March 15, I would like to voice a concern. As an elementary teacher, changing all standards at once would be detrimental to our students. Teachers need time to learn the standards, what they mean, and how to assess students to the same rigor that is expected from the standards. Professionally speaking, changing one content area per year over the next few years would be ideal. This would allow teachers to focus on one set of standards a school year, a district to determine needs for curriculum materials, and to provide necessary professional development to staff. Another thought is changing ELA with the social studies standards at the same time. Then the following year, phase in the math and science standards. Implementing all of the changes in one school year will hinder a teacher's ability to learn and fully understand all four content standards needed to effectively teach our students.

Thank you for your consideration in doing what is best for our students in Missouri,
Cheri Bonsignore

--

Cheri Bonsignore
4th Grade Teacher
Paxton Elementary
(816) 858-5808 Ext. 1530

From: [Julianne Higer](#)
To: [1490Comments](#)
Subject: Proposed Missouri Standards
Date: Wednesday, March 02, 2016 10:37:02 PM

I am writing regarding the standard proposals as a teacher as well as a parent. I am a 5th grade teacher, have three students in the public school system, and have taught special education for 2 years in the Savannah district prior to my current assignment.

To say that I am overwhelmed is an understatement. When analyzing the standards as they are presented, I am once again aware of the vast knowledge that we are expected to teach our students with limited time and resources. I fear that sometimes the "ideal" is easy to lay out and write, but when it comes to practical application the challenges unfold exponentially.

The standards that the state is proposing is rigorous. We want to develop leaders in education in our school and state. I feel, however, that we are losing sight of resources of time, material, and finances that greatly effect education. The standards are written well, but if teachers don't have the appropriate resources they are challenging at best. The best car manual in the world isn't going to make a car drive if you don't have gas, tires, and engine, etc. What type of support is the state offering school districts to aide their most valuable resource, teachers?

I do not care for the format. It isn't user friendly. I understand the concept of seeing the progression of skills, but an outline format or a standard with substandard list would be more manageable. We don't have time to retype the standards into a format that is easier to work with in our specific grade level.

As I add information regarding my thoughts on the standards, I am focusing specifically on the 5th/4th grades unless otherwise noted.

ELA:

- * Vague wording of "historical even or movement" - F2Ag
- * develop keyboarding skills - lack of instructional time to practice
- * research expectations for 5th grade students (10-11 year old): analyze, quote accurately, argument, integrate
- * media various forms: specific forms
- * what is the "standard format" for bibliography

MATH

- * changes made are noted, but manageable
- * needs to clarify if there are grade-level expectations of fluency and what they are

SOCIAL STUDIES

- * list of suggested individuals that are expected to be analyzed - SS1D
- * number of skills repeated 4/5 - 3aE (example)
- * name and locate specific states, capitals, rivers, etc - 4/5
if there isn't communication between 4 and 5, there is potential for repeated

or missed states

* Missouri government is challenging for 3rd grade students. Many schools take a field trip, which due to distance is an all day excursion. This would be challenging for students as young as third grade.

We have been told that identifying expectations would help us be focused. I am worried, because the trenches are deep and they just got wider.

Please take into account my feedback and feel free to contact me, personally, with questions and concerns.

Sincerely,
Juli Higer

Julianne Higer

*Savannah R-3
Helena Elementary
5th Grade*

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